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AUTHOR Larson, Nancy; And Others
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ABSTRACT

Intended for use with kindergarten through grade four students, this guide provides a number of ways for using newspapers in the classroom. The guide is designed to help teachers and students with ways of starting newspaper activities: with reading, writing, speaking, listening, and thinking opportunities; and with possibilities for making newspaper reading an enjoyable experience. The guide provides suggestions for setting up a newspaper learning center in the classroom and introducing the newspaper to the nonreader or beginning reader. It also provides approximately 50 activities that use the newspaper to teach a variety of skills and concepts, including (1) identifying type sizes and typefaces; (2) reinforcing word and letter recognition skills; (3) developing classification skills; (4) stimulating creative thinking and writing; (5) developing vocabulary; (6) building sequencing skills; (7) developing skimming skills; (8) collecting data and graphing; (9) locating main ideas and the who, what, when, where, why, and how of a story; and (10) developing role playing skills. An index of skills and concepts covered in the activities and a list of newspaper terms are appended. (FL)

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The Newspaper in the Primary Classroom

An Interdisciplinary Teaching Guide of Suggested Newspaper Classroom Activities (K-4)

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FOREWORD

Newspapers are potent instruments of communication and education, for they contain a wide range of items dealing with current as well as historical events. For full benefit, however, they must be properly used and in a variety of ways.

Schools are logical places to exploit their value, for thoughtful faculty can assist students in dealing intelligently with the great range of information they contain.

It is good that over time there has been an appropriate liaison between members of our faculty and the working press in the development of a curriculum based on the use of newspapers for students of varying ability at both the elementary and secondary school level.

I am persuaded that as a result of this joint effort the use of the newspaper will prove to be both an instructional as well as an informative experience for the students whose interests have been central to this effort.

Raymond G. Arveson
Superintendent
Minneapolis Public Schools

This guide was prepared by the Curriculum Division of the Minneapolis Public School under the direction of the Department of English and Humanities.

Curriculum Consultant

Seymour Yesner - Consultant, English and Humanities

Curriculum Writers

Nancy Larson - Urban Affairs
Corly Petersen - Morris Park Elementary School
Elizabeth Waldron - Agassiz Elementary School

Curriculum Editor

Cindy Gilhoi - Education Services, The Minneapolis Star and Tribune Company

September, 1976

Dear Educator,

The newspaper as it exists in relatively open societies is a phenomenon that needs to be understood, preserved, influenced and used. It is to these four purposes, especially the last, that we devote this guide. We stress the use of the newspaper because we feel that by its use its necessity will be understood, making its preservation a concern and a commitment for our students. We are convinced that concerned and committed readers cannot but have considerable influence on the way a newspaper develops and on the way it adheres to a philosophy and dedication to its community responsibility.

Knowing the newspaper becomes the result of using the newspaper, and this guide for primary classes suggests many, but not all, ways of using newspapers. As we worked on this guide, we discovered many things about the newspaper that we did not know. You and your students undoubtedly will too. We guarantee that you'll be surprised at the wealth of information and ideas delivered in the newspaper for both readers and nonreaders. We are convinced that newspapers provide all manner of topics for discussion, for research, for reading and writing, that they are timely with a range of appeal and levels of difficulty.

The guide is simple in organization, relying primarily on learning activities that are intended to serve as models for other student and teacher generated activities. With the exception of the three "Introductory Activities" and the "Group Activities", all of the activities have student-directed instructions so they may be used in a variety of ways:

1) They can be teacher-directed.
2) They can be easily read to nonreaders or beginning readers by a teacher aide, an older student, or an advanced reader in your classroom.
3) They can be duplicated on oak tag or laminated for the media center or classroom learning station.
4) They can be taped for the media center or classroom learning station.

The guide should help teachers and students with ideas, with ways of starting activities and units, with reading, writing, speaking, listening and thinking opportunities and with possibilities for making newspapers pleasurable and entertaining. In no way, however, can this guide replace the teacher, who must remain the true improvisational spirit behind everything that is done. In fact, teachers using the guide are encouraged to reproduce, alter, add or subtract from it in any way.

Along with doing these activities, students should have time to browse, to read, to explore the paper. They need to get into the habit of turning to a newspaper as a daily event.

Nancy Larson - Urban Affairs, Minneapolis Public Schools
Corly Petersen - Morris Park Elementary School, Minneapolis
Elizabeth Waldron - Agassiz Elementary School, Minneapolis

THE NEWSPAPER LEARNING STATION

WHAT IT IS

This learning station is a self-contained activity center where one student, partners or small groups may select independent learning activities. The activities are the ACTION pages in this book. (See pages IV and V) They can be duplicated on oak tag and used as activity cards or they may be taped for nonreaders and beginning readers. Each activity card uses the newspaper. The ACTION pages are not sequenced in order or degree of difficulty, but are categorized as to the part of the newspaper used.

HOW TO SET IT UP

The learning station design includes a bulletin board for displays and for directions to the students. See the diagram for suggestions on the theme (page VI). Notice the words "information", "interpretation", "entertainment" and "assistance" are defined with brief questions and graphics. Posted directions to students might read: "Choose an activity. Read the ACTION carefully. Ask _____ if you need help. You may do MORE. Put finished work in the proper box. Check off the titles of the finished work on the chart. Please keep things in their proper locations for the next person."

Post the numbered list of titles of activity cards near the class list so that students may record the numerals of completed cards. (See the list of categories and titles on pages IV and V.)

PROGRESS CHART

Name	Activity Cards 1-52										
	1	2	3	4	5	6	7	8	9	10	11
1.											
2.											

All supplies and materials needed to use the learning station are placed on a table in front of the bulletin board. These include:

* stacks of newspapers
* reference books: dictionary, thesaurus, almanac, atlas
* blank outline maps: United States and World (several of each-8½ x 11)
* paper: lined, graph, various colors of construction, large chart, plain newsprint (large and small)
* globe
* tape recorder, blank tapes
* tools: scissors, ruler, washable color markers, pencils, paste
* basket or bin for completed work

WHAT IT WILL DO

The learning station will help the learner to become familiar with the newspaper through varied activities using an interdisciplinary approach. It is designed to reinforce and extend the learner's academic skills and human understandings relating to the variety of curriculum areas found on each activity card. It is hoped that as a result of these cards, learners will pursue special interests suggested in the MORE and GROUP ACTIVITIES sections.

INDIVIDUAL ACTIVITIES

This list shows SECTIONS OF THE NEWSPAPER you will use for individual student activities and the numbered (1-42) titles of ACTION cards.

INTRODUCTORY ACTIVITIES (Teacher-directed)

1. Introducing the Newspaper to the Nonreader or Beginning Reader
2. Introducing the Newspaper - A Scavenger Hunt
3. Search and Match

WHOLE NEWSPAPER

4. Alphabet Book
5. They Come In Many Sizes
6. Finding Sets and Classifying
7. Longest Words
8. Sizing it Up
9. Humanly Speaking

HEADLINES

10. In Short
11. Letter Hunt
12. Vowel Hunt
13. Word Columns
14. Headline Puzzles

PICTURES

15. Classifying Pictures
16. Guess the Picture
17. People at Work
18. Name Game
19. What's Happening Here?
20. Match Them Up!

COMICS

21. Comic Characters
22. Favorite Funnies Survey
23. Comic Sequences

EDITORIAL PAGE

24. Letters to the Editor

NEWS SECTION

25. News Bulletin Board
26. Take a Trip with a Famous Person
27. News from Everywhere
28. Current Events Sequence
29. Good News or Bad News

VITAL STATISTICS

30. Vital Statistics

WEATHER

31. Weather Watch
32. Changing Days
33. Weather Check

DISPLAY ADS

34. Grocery Ad Match
35. Fun with Foods
36. Words that Mean the Same Thing
37. Shopping Game
38. Crazy Ads

CLASSIFIED

39. Job Hunt

SPORTS

40. Interview a Favorite Athlete
41. Sports Facts in a Triangle

ENTERTAINMENT/ARTS

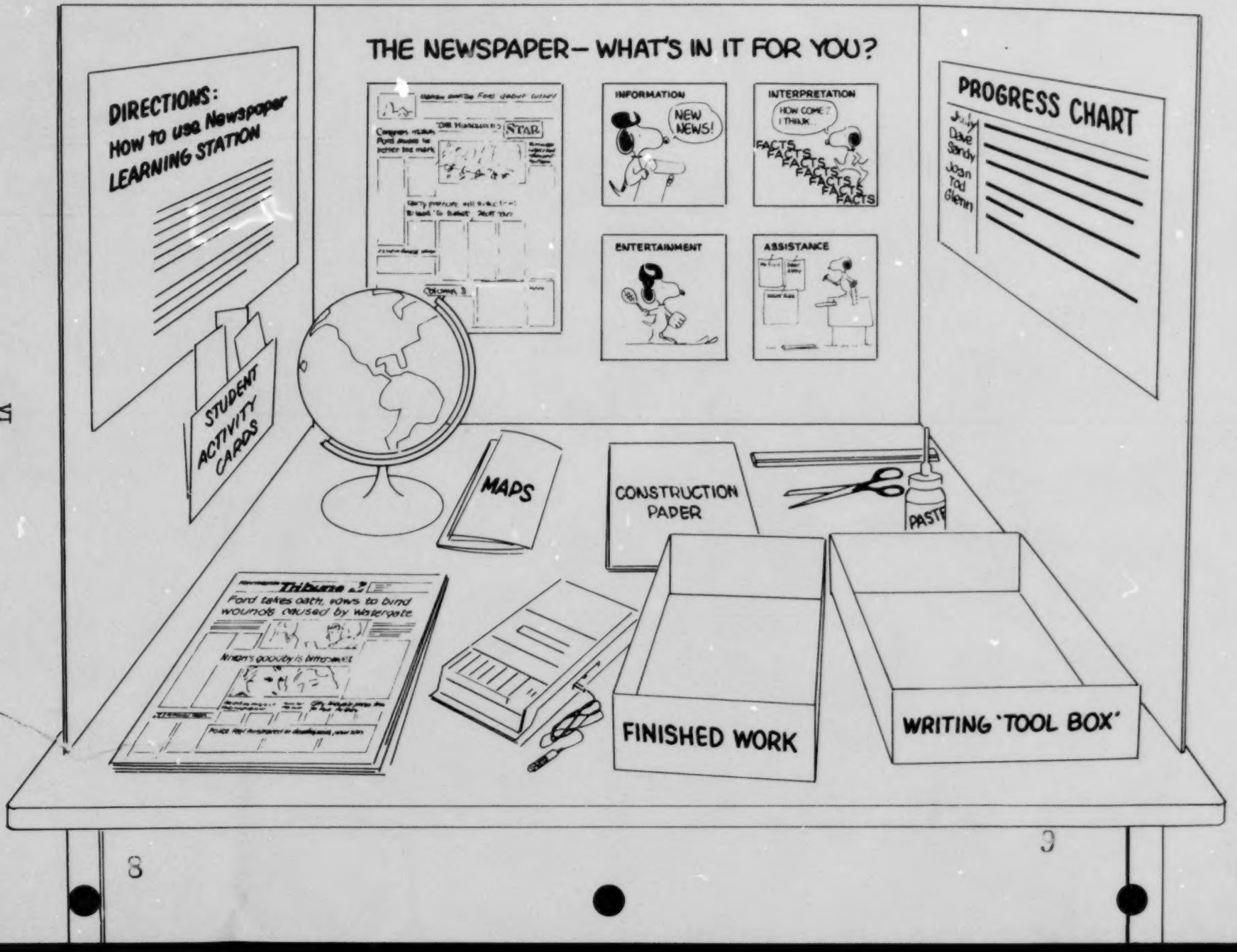
42. Winning Weekend

GROUP ACTIVITIES

This list shows the numbered (43-52) GROUP ACTION cards.

43. Show Me What You Hear
44. Loaded Words and Phrases
45. "Champion Advice-Giver"
46. Your Horoscope
47. Scoreboard
48. T.V. Log
49. Field Trip and Paper Drive
50. Learn to Report
51. Class Newspaper
52. Fun Facts

A NEWSPAPER LEARNING STATION



INTRODUCING THE NEWSPAPER TO THE NONREADER OR BEGINNING READER - TEACHER ACTIVITY

Purpose: To introduce the newspaper to the class as a daily, large sized, 'living' book
To compare and contrast the newspaper with other books with which students are familiar

ACTION:

1. Before making any newspapers visible to the class, stimulate curiosity with questions such as:

   (A) "What is the smallest book you have ever seen? (Students may refer to the one inch square mini-books that can be bought at a novelty store) Is it heavy or light?"
   (B) "What is the largest book you have ever seen? What was its length, width, thickness?" (Students may mention the media center's large dictionary, the family Bible, etc.) "How much do you think it weighs?"

2. Tell your students:

   "I know of a book that is so large that I have to hold my arms out like this (demonstrate) in order to hold it. But it is so light that any of you could hold it in one hand!"

3. Allow discussion and guesses - continue to arouse interest by further stating:

   (A) "I read this book everyday and to me it is a 'living' book!" (Discuss meanings of 'living' -- having life versus full of life, strength or activity and dealing with daily life.)
   (B) "What is this book?"
   (C) "What's black and white and read all over?" (North, East, West, South = NEWSpaper)

4. Tell them in your own words one story:

   (A) It should be from today's newspaper.
   (B) It should illustrate the points made in #3 above.

5. Pass out newspapers to pairs of students.

   (A) Have children spread them out on the floor or tables and look through or explore with their partners.
   "How is a newspaper <u>like</u> a book?"
   (Hold up a familiar book.)
   "How is a newspaper <u>different</u> from a book?"
   (No cover - name is on the top of first page - newsprint, etc.)

6. Show them the page and location of the story which you chose from the newspaper.

MORE:

1. Tell your students: "You may cut, tear and mark on the pages of this newspaper because there will be another fresh newspaper tomorrow."

2. Students can cut or tear out any pictures, words, or cartoons that attract their attention.

3. Students may paste these on separate sheets or on a long length of shelf paper.

4. Have students write their names in crayon over their items.

INTRODUCING THE NEWSPAPER
A SCAVENGER HUNT

Note to Teacher: You may choose items from this list for your students to locate in the newspaper. Make it into a game or tape record some items for an individualized activity.

1. What was the high temperature yesterday?_____
2. Give the headline of the article you feel was most important on the front page.

   _____
3. Where do you find information on the number of calendar days left to go this year and the time of sunrise and sunset?

   _____
4. How many sections does the paper have?_____
5. On what page do you find the first Want Ad?_____
6. What telephone number do you call if you want to subscribe to the paper?_____
7. Name a person written up in "People".____
8. Does this issue have a CORRECTION? If so, what is it about?

   _____
9. Who drew the cartoon on the editorial page?_____
10. Who is managing editor of the paper?_____
11. How many letters from readers are there?_____
12. What is the subject of Robert T. Smith's column today?

    _____
13. How many couples applied for a marriage license?_____
14. How many baby girls were born?_____ baby boys?_____
15. What movie is at the Cooper Theater?_____
16. What food item do you think is the best buy in a grocery ad?

    _____

A SCAVENGER HUNT (continued)

17. Name one subject discussed by "Fixit". _____

18. What was the high temperature in Boston yesterday? _____

19. What program will be on T.V. on Channel 4 at 6:30 tonight?

_____

20. What teams are at the top of the American and National leagues?

_____

21. Name a prominent person written up in "People in Sports".

_____

22. Look for the Miscellaneous Section of the Want Ads and copy the items to be sold in the first garage sale ad you find.

_____

_____

23. What does your horoscope say for today?

_____

_____

24. Articles on the front page sometimes come from different countries or cities. Find the article that came from farthest away. Name the place. _____

SEARCH AND MATCH - TEACHER ACTIVITY

Purpose: To introduce sections of the newspaper to the class

ACTION:

1. Have students work in teams, and have each team sit at a table or large work area with a copy of the newspaper. For this activity, each team will need to work with the same edition of the newspaper.

2. Hold up an item you have cut out of that edition of the newspaper. Items can include:

movie ad	a recipe
weather map	a cartoon or comic strip
T.V. section	picture of a columnist
boxscore	an editorial
a want ad	a section heading

3. The teams will race to find the item you are displaying.

MORE:

1. A member of the team that finds the item first gets to talk about what the item is and what information it gives newspaper readers.

2. The searching can be continued and expanded by having the winning team pick an item for the other teams to find.

ALPHABET BOOK

Purpose: To reinforce letter recognition
To reinforce beginning consonant sounds

ACTION:

1. Use construction paper to make a book that has 26 pages, a front and a back cover.

2. Print a different letter of the alphabet at the top of each page. Print them starting with A and ending with Z. (Ask your teacher or friend for help if you need it.)

3. Cut or tear letters out of the newspaper and paste them into the booklet so that they match the letters at the top of each page.

4. Find pictures from the newspaper which show an object that has a name beginning with letters at the top of each page. Cut or tear these out. Paste them under the correct letter.

5. Find words in the newspaper that begin with the letters at the top of each page. Cut or tear these out. Paste them under the correct letter.

MORE:

1. Make a bulletin board that has columns under each letter of the alphabet and tack in the correct column pictures and words you find in the newspaper. Have your teacher help you.

2. Share your booklets with a partner. See if your booklet has any of the same words or pictures which you see in your partner's booklet.

THEY COME IN MANY SIZES

Purpose: To acquaint students with different type sizes and typefaces used in the newspaper
To develop visual discrimination skills

ACTION:

1. Choose a word that is likely to appear in the newspaper many times: for example, Minneapolis or Twins.
2. Each time you come across the word you have chosen, cut it out and paste it on a large sheet of paper.
3. Check to see which words other class members have chosen so that you can pass along words you find for other students.
4. You will end up with a sheet that shows how the same word can look many different ways when printed.

Minneapolis

Minneapolis

Minneapolis

Minneapolis

minneapolis

MINNEAPOLIS

MORE:

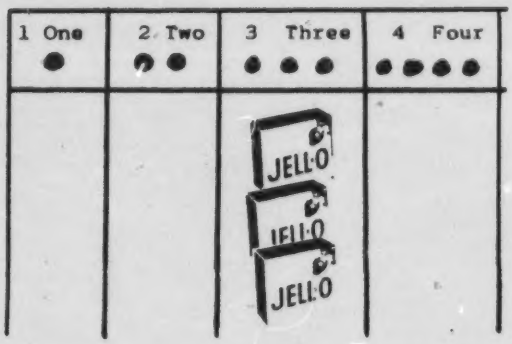
1. Take your sheet home when it is filled and play a game with your Mom or Dad. See how long it takes them to find your word in today's newspaper.
2. Have your parent read the sentence or the article in which your word appeared.
3. Bring to school the article in which your word appeared.

FINDING SETS AND CLASSIFYING

Purpose: To develop students' skills in recognizing and classifying sets

ACTION:

1. Make a chart on a large sheet of paper like the sample below.
2. Find pictures of people or objects in a set.
3. Cut out each picture and place it in the correct column. (The comics and advertisements are good places to look.)



MORE:

1. Play a game with a friend. You will each need a copy of today's newspaper.
2. Pick Section A, B, or C. Be sure you both use the same section of your newspaper.
3. In 20 minutes, circle as many sets as you can from 1 to 10 of people or things. Decide on different colors to use for each number. Example: Circle all sets of one with red crayon. Circle all sets of two with blue crayon.

LONGEST WORDS

Purpose: To introduce students to words in type

ACTION:

1. Find the longest words on a page in the newspaper. This can be done in two ways:

   (A) By measuring the word
   (B) By counting the letters in a word

2. If you measure the word, you will have a problem to solve: Why are some words with fewer letters longer than other words with more letters?

3. Look at the advertisements. Do you see different sizes of letters? Why do you think the letters are not all the same size?

HELZBERG
Environmental
Entertainment
questioned
confidence
California
Scandinavia

MORE:

1. Boldface type is a dark, heavy type. Find 3 examples and read the words in boldface type. Why do you think they were done in this kind of type?

2. Ask your librarian to help you find the meaning of the word typeface.

3. Find out in your library about different type sizes and typefaces used in the newspaper.

4. Tell the class what you learned.

SIZING IT UP

Purpose: To give students practice with measuring skills

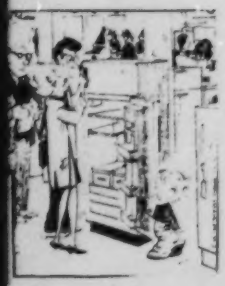
ACTION:

1. Find out how big the newspaper is by using rulers to measure the pages. Measure in both inches and centimeters.

   "How wide is it? How long is it?"

2. Find and give the measurements for:

   The largest picture
   "Dennis the Menace" cartoon
   The smallest picture
   The tallest letter
   The fattest letter



MORE:

1. Make up math problems with the measurements you have found.

   Example: What is the difference in inches between the length of the largest picture and the length of the smallest picture? In centimeters?

2. Give your problems to a friend. Did your friend know the answers?

HUMANLY SPEAKING

Purpose: To give students an awareness of the newspaper's role in developing community responsibility

ACTION:

1. Look for articles or columns in the newspaper that tell about people who need help. (See Robert T. Smith's column.)

2. Find out more about the person or people whose story you read.

   (A) Ask your librarian or teacher to help you.
   (B) Ask your parents how they feel about the story.

3. Write or tape record a short story telling how someone might help the person or people who need help.

MORE:

1. Do something as a class about the people who need help. Examples are:

   (A) An article about lonely senior citizens living in the neighborhood. (You might decide to visit the elderly people, and "adopt" some as grandparents.)

   (B) An article about a kidney machine needed to keep a boy alive. (Your class might put on a carnival to raise money.)

2. Invite guest speakers to speak to your class about the story you have seen in the paper.

IN SHORT

Purpose: To develop student's ability to recognize and interpret abbreviations

ACTION:

1. Work with a partner.
2. Cut out all of the abbreviations you can find in headlines or ads from the newspaper.
3. Talk about the abbreviations with your partner and decide what they mean. If you do not know, ask your teacher to help you.
4. Write out the full name that has been abbreviated.

GM

R.I.

N.Y.C.

CB

FBI

MORE:

1. Pick some activities that you do every day with your class. Decide how you could abbreviate the words.
2. Find places in your school that could be given abbreviations. Ask your principal if you can put up signs in those places with the abbreviations you have chosen.

LETTER HUNT

Purpose: To reinforce letter recognition and phonic skills
To develop eye-hand coordination

ACTION:

1. Use one page from the newspaper.
2. Use only the headlines or bigger type on the page as you look for letters.
3. Look for letters to match letters that your teacher has printed on the chalk board or tacked onto the bulletin board: Aa, Bb, Cc, etc. (One letter that might be confusing is the lower case "i", which in type is a full space. There may be other letters that appear different because of the style of type. Ask your teacher if you need help.)
4. Using colored markers or crayons, circle the R's in red, the S's in green, etc.
5. Cut or tear out the letters you circle in the newspaper and tack them to the board under the letter they match.

MORE:

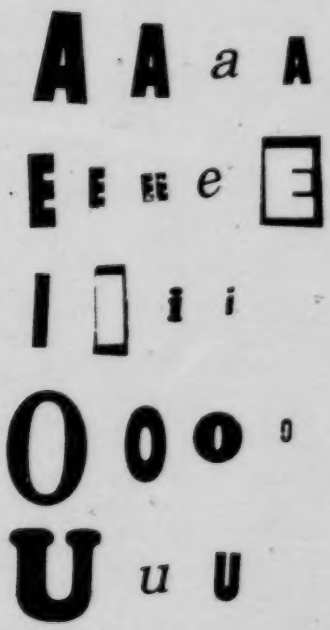
1. Find the letters to make your name, age, your sister or brother's name, your school's name, etc.
2. Search for words that have: beginning consonants, digraphs, three syllables, beginning blends, prefixes or suffixes, etc.
3. Ask your teacher to print a word on the board. Cut words from the paper that end with the same phonic pattern ("ot," "an", "en") to make rhyming words. Make a class poem using the rhyming words.

VOWEL HUNT

Purpose: To promote visual recognition of vowels
To introduce students to different types of print

ACTION:

1. Search the newspaper headlines and ads to find vowels.
2. Cut out the vowels. You can work by yourself, with a partner, or with the whole class.
3. Group the vowels on a large piece of paper so that the same vowels are on one line of the paper. You will be able to see how many different kinds of type the newspaper contains.
4. Paste the vowels on the piece of paper.



MORE:

1. Make 10 envelopes - one for each short vowel and one for each long vowel.
2. Cut or tear pictures out of the newspaper which show objects that have names with long or short vowel sounds. Place them in the correct envelope.
3. Make "picture sentences" with your long and short vowel pictures. (Example: place all "short a" pictures in order so they make a sentence.)
4. Exchange "picture sentences" with a partner and read them to each other.
5. Make a booklet of "Picture Sentences."

WORD COLUMNS

Purpose: To help children see the way words vary in length

ACTION:

1. Use newspaper headlines and advertisements to find words that begin with a certain letter or blend. Ask your teacher what letter or blend to look for.

2. When you find words, cut them out and paste them in a column, with the beginning letters forming a vertical line.

3. Answer these questions:

   (A) How are the words different?
   (B) How are they alike?

Brown

Broken

breathless

BRAND

brief

MORE:

1. Circle the vowels in the words you have found.

2. Divide the words into syllables.

HEADLINE PUZZLES

Purpose: To help students understand that a headline is a short statement that presents a main idea (the summary of the article)
To help students develop complete ideas
To help students develop a story from a headline summary

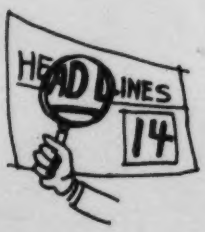
ACTION:

1. Cut out 10 or more headlines that have interesting words.
2. Paste them on a piece of tag board or construction paper.
3. Cut all the words apart so that all the words are separate.
4. Make your own headline, by putting together words from the old headlines. The headline should be a complete idea -- a person or a thing should be doing something.

Snowbirds creep into lake backwards

MORE:

1. Play a game with a friend.
   (A) Trade your headline words with your friend.
   (B) See who can make a headline first.
   (C) Make a funny headline. Make a serious headline.
2. Draw a picture about a headline you have made.
3. Write a short news story about a headline you have made. Make it funny.



CLASSIFYING PICTURES

Purpose: To develop classification skills

ACTION:

1. Check the newspaper daily and cut out pictures that tell you about something your class is studying, like "Animals" or "Sports".

2. Keep your pictures in a folder.

3. When you have many pictures in your folder, classify them and make different booklets - one for each classification. Ask your teacher to help you.

Examples:

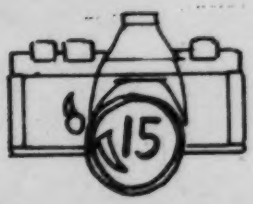
Animals
zoo animals
farm animals
pets
work animals

Sports
famous people in sports
sports equipment
team sports
sports for two people

MORE:

1. Tape record a story you have made up about some of your pictures.

2. Share your booklets with a friend.



GUESS THE PICTURE

Purpose: To develop part-to-whole generalization skills (inductive reasoning)

ACTION:

1. Work with a small group. There should be two or more small groups for this game.
2. Each group will cut a fairly large picture from the newspaper and staple it onto oaktag or construction paper. (See figure A)
3. Cover the picture by taping another piece of construction paper over it. Tape the construction paper to the picture only at the top.
4. Exchange your picture with another group.
5. Take turns in your group tearing away the piece of construction paper that covers the picture. Tear small pieces from the bottom and sides.
6. Try to guess what is happening in the picture as each new piece of construction paper is torn away. The goal is to take away as little of the construction paper as possible before the picture is correctly identified.

figure A

Shading represents construction paper with pieces torn out.

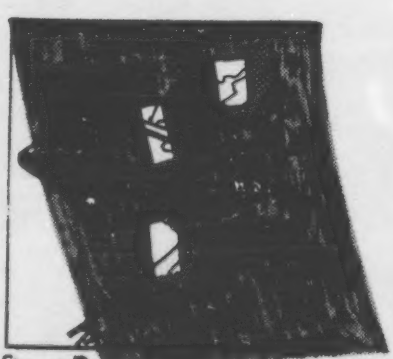
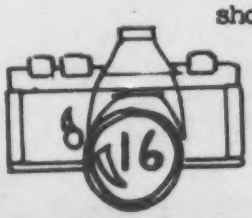


figure B

Shading represents construction paper with doors and windows cut out.

MORE:

1. You can make a different game by putting little windows in the construction paper that covers a newspaper picture. Number the windows, and have another student or group of students guess the picture by opening the fewest number of windows. The numbers on the windows may match numbers that can be rolled with a pair of dice. (See figure B).
2. Have someone write the guesses on the board as parts of the picture are shown.



PEOPLE AT WORK

Purpose: To develop classification skills
To make students more aware of the kinds of jobs different people have

ACTION:

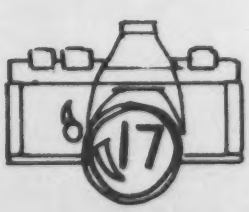
1. Everyday, cut out newspaper pictures that show men, women and children working. Keep the pictures in a big envelope or folder until you have 15 to 25 pictures.

2. Decide on a way to categorize them. How can you group them? Categories might be:

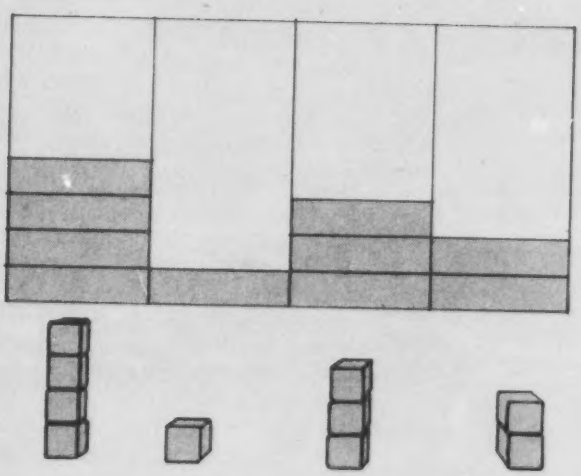
People who work outdoors
People who work at a desk
People who wear a uniform to work
People who work with machines
People who work at home
People who work as athletes

3. Paste the pictures in a booklet that is divided into the categories or ask your teacher if you can pin them on a bulletin board that is divided to show the categories.

MORE: (see next page)



PEOPLE AT WORK



MORE:

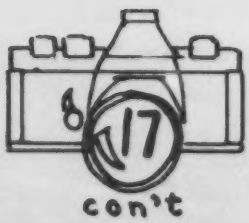
1. Follow these steps:

   (A) Tape a sheet of blank paper to the wall.
   (B) Divide the sheet into columns to represent each category.
   (C) Stack real blocks on the floor in front of each column - one block for each picture in that category. Use blocks that are all the same size. Which column has the most blocks? Which column has the fewest blocks?

   (D) Then color in the stack of blocks on the chart and take away the real blocks.
   (E) Do this for every category. When you are done you will have a bar graph.

2. Pick a partner or a small group and have a talk about the kinds of jobs people have. Ask each other:

   "What jobs do your mother and father do?"
   "Are there some jobs which seem to be only for men or only for women?"
   "Do you think some jobs should be only for a man or only for a woman? Why? For boys only or for girls only? Why?"
   "How do people decide what jobs they will do?"
   "Can people become anything they want to become?"



NAME GAME

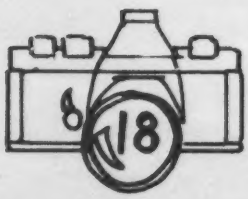
Purpose: To stimulate creative thinking and writing using newspaper pictures

ACTION:

1. Cut out newspaper pictures of people who look happy, sad, mad, excited, quiet, etc.
2. Make up a name or a nickname for each person whose picture you have cut from the newspaper.
3. Put the pictures on a large chart (ask your teacher for help) and sound out the name you made up while your teacher writes it under the picture.
4. Talk about the people with a friend. What kind of people are they? What would they say to you if you met on the street?

MORE:

1. Be the person in the picture and role play a scene with another student about the "picture person".
2. Make a booklet of the interesting faces and the names you made up for each face.



WHAT'S HAPPENING HERE?

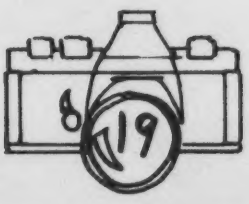
Purpose: To encourage students to express orally their interpretations of a picture

ACTION:

1. Choose a partner.
2. Share a newspaper. Each of you will pick one section of the paper - section A, B, or C. (There may be a D section).
3. Cut or tear from your section an interesting picture and its caption (the words below the picture that tell about it).
4. Do not read the caption - fold it under or cover it with a piece of paper.
5. Show your picture to your partner.
6. Talk about the pictures you both have picked. Ask each other:
   "What is the picture about?"
   "How do you think this person feels?"
   "What happened before this picture was taken?" (Why do you think so?)
   "What do you think will happen next?" (How does the picture tell you what might happen next?)
   "What words do you think of when you see this picture?"
7. Write down or tape record what you both said.
8. Make a list of adjectives that fit your pictures (adjectives tell about some person or thing). Write them down or tape record the list.
9. Now uncover the caption on your picture. Have your teacher or partner read it. What does it say? Did you say some of the same things? Are any adjectives in the caption on your list of adjectives?

MORE:

1. Tell your partner about how you would feel if you were in the picture.
2. Keep a picture file and tape record or write a story using all of your pictures in the same story.



MATCH THEM UP!

Purpose: To provide experiences in interpretation of pictures and relating them to new vocabulary words
To reinforce word recognition
To develop and expand vocabulary

ACTION:

1. Make a list of new vocabulary words from your reading book or your weekly spelling list.
2. Find pictures in the newspaper to match the words you have on your list.
3. Give a friend the list of words and show the pictures one at a time.
4. See if your friend can guess which word fits the picture.

MORE:

1. Make a "growing display" on a bulletin board of certain kinds of words that are found in the newspaper. (See examples A and B.)
2. Watch the evening news on T.V. Make a list of interesting words. See if you can find the words in the newspaper. Did you spell them correctly when you wrote them down?

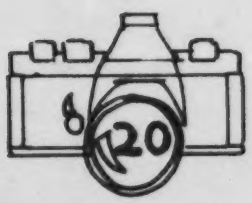
"Growing Display"

Example A:

Happy Sad Colorful

Example B:

Antonyms Synonyms Hononyms



COMIC CHARACTERS

Purpose: To familiarize students with the "Comics" section of the newspaper
To develop characters through role-playing
To reinforce sequencing skills

ACTION:

1. Find the "Comics" section in the newspaper.

2. Find:

   (A) The character <u>you</u> would most like to be.
   (B) The character you would most like as a friend, a mother, a teacher, a sister.

3. Cut out the comic strips in which you found your favorite characters.

4. With a group of students, act out one of the strips which you cut from the newspaper.

MORE:

1. Act out what you think happened to the characters <u>before</u> today's comic strip. Act out what you think will happen <u>after</u>.

2. Make up your own story with your favorite characters. Tape it or write it down.

FAVORITE FUNNIES SURVEY

Purpose: To give students experience in collecting data and making graphs

ACTION:

1. Cut out the "Comics" section from a newspaper in your classroom.
2. Take this section, a pencil, and a piece of paper with you for a survey of 15 or 20 people. They can be parents, teachers, students, or neighbors.
3. Ask the people: "What is your favorite comic strip in this newspaper?"
4. Write down what you find out. This is called "collecting data".
5. Use the activity sheet on the next page to show the results of the data you collected.

BLONDIE

DENNIS THE MENACE

Doonesbury

PEANUTS

MORE:

1. If other students in your class did surveys, make a class graph to show all the favorite comic strips and the number of people who picked each favorite.
2. Send a copy of your own graph or your class graph to the editor of the newspaper from which you cut the "comics" section.

FAVORITE FUNNIES

NUMBER OF PEOPLE WHO LIKED THE COMIC THE BEST

NAME OF COMIC STRIP

COMIC SEQUENCES

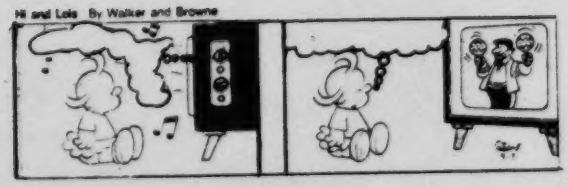
Purpose: To build sequencing skills

ACTION:

1. Take a short comic strip from the daily paper and cut the pictures apart. Number the pictures on the back - number 1 on the back of picture 1 in the strip, etc.

2. Scramble the pictures and ask a friend to put them back in order.

3. Check the numbers on the back. Did your friend put the pictures back correctly?



MORE:

1. Find a comic strip that you enjoy.

2. Cut out all of the word bubbles.

3. Paste the strip on a piece of white paper.

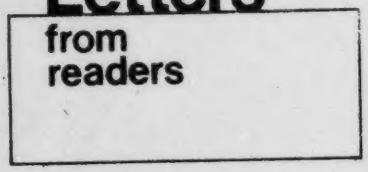
4. Write your own cartoon by writing in the bubbles what you think the characters are saying.

LETTERS TO THE EDITOR

Purpose: To familiarize students with the purpose of the editorial/opinion page in the newspaper
To give students an opportunity to express their opinions publicly

ACTION:

1. Find the "Letters from Readers" section in the newspaper. Cut out letters that are interesting.
2. Do this every day for one week. Keep the clippings in a folder.
3. At the end of the week, pick 3 letters from your folder to share with the class.
4. Read the letters to the class.
5. Ask the class: "What do you think about the writer's opinion?"



MORE:

1. Draw pictures about some of the letters in your folder.
2. Write a class letter to the editor about a subject such as: bicycle safety, rules about dogs, noise pollution, etc. Send it to the Star or Tribune.

NEWS BULLETIN BOARD

Purpose: To help younger children understand the function of the daily newspaper

ACTION:

1. Let's create a "News Board" in the classroom. Ask your teacher to have a class discussion about "news" and what it is.

   (A) What is news?
   (B) Does news change daily?
   (C) What different kinds of news do you find in the paper?

2. Collect newspaper articles. You can:

   (a) find articles yourself in class and ask your teacher, aide, or an older student to explain what the article is about; or
   (b) take home a newspaper from class to find articles with the help of family or friends.

3. Each day your teacher can ask if anyone has any interesting stories or pictures from the newspaper to add to the bulletin board.

4. With your class, talk about the articles you are adding to the board. What did you particularly like or find interesting about the article? (You are not expected to have read the article, but rather you should have gotten an idea of the contents of the article from someone who has helped you choose the article.)

5. You can look for articles that just seem interesting (perhaps because of a special picture), or you can watch for stories that relate to a unit being studied in your class.

6. The bulletin board should be cleaned off each week and a new one started.

MORE:

1. Illustrate (draw pictures of) your favorite article of the week.

2. With a group of friends, act out an article which you have picked from the News Board.

TAKE A TRIP WITH A FAMOUS PERSON

Purpose: To develop understanding of geographic spatial relationships
To develop awareness of public figures in the news

ACTION:

1. Ask your teacher to help you find a large map of the United States and a world map.

2. Place both maps on a wall or bulletin board.

3. Pick a famous person who travels and is in the news often (the President of the United States, The Secretary of State, a professional ball player, etc.)

4. Watch daily in the newspaper for articles about the person's travels. Clip out the articles that you find.

5. Clip the name of the city which the person has visited from the headline or the dateline. Attach the name to the U.S. map or world map in the proper location.

6. Connect the cities visited with colored yarn. If you are following more than one person, use a different colored yarn for each.

7. Talk about your discoveries:
   - Why were those particular cities visited?
   - What happened in that city? What did the person do or say?
   - Was the visit successful? Why or why not?

MORE:

1. Find out if any of your parents have visited or lived in one of the cities marked on your maps. Ask them to visit your class and tell you about that city.

2. Plan a trip that you would like to take. Decide if it will be a business trip or a pleasure trip. Mark the cities and connect them with yarn. Write a paragraph telling where you would go, who you would see, what you would do, when you would go, why and how you would travel.

NEWS FROM EVERYWHERE

Purpose: To develop word classification skills
To develop vocabulary
To develop students' interest in maps

ACTION:

1. Cut out all the place names you can find and classify them as:

Cities	States	Countries	Bodies of Water
Duluth	PENNSYLVANIA	**Iceland**	**Mississippi**

2. Paste the names on construction paper under these headlines (see example above). You may work in a group, each person taking a few pages of the newspaper.

3. Find the places that are in the news by checking a map or globe. Are there some places that are appearing in the news frequently? Talk about what is happening in these places with your group members.

MORE:

1. Make a dateline bulletin board by cutting out place names as you did in the above activity and pinning them on a map of the world or of the United States. Use different colored pins or tacks - red for cities, yellow for states, etc.

2. Make a papier-mâché map of the United States. Mark the places you have found in the news with small paper flags - different colors for the different classifications. You will need help from your classroom teacher or your art teacher for this project.

CURRENT EVENTS SEQUENCE

Purpose: To encourage students to view the newspaper as a story of human events, a story that changes daily
To develop calculated predicting skills
To develop critical reading skills

ACTION:

1. As a class, use a bulletin board to "follow" stories that appear in the news daily or almost daily over a period of time.

2. Cut articles from the newspaper to keep the board up-to-date. Be sure that the date of the paper appears with the article to show the sequence or order of events as the story grows.

   Examples of continuing stories that may be used are:
   --stories of wars (in Ireland, in Lebanon)
   --human interest stories (the Karen Quinlan case)
   --current affairs (election campaign, Wounded Knee, Reserve Mining case)
   --people and issues frequently in the news (Patty Hearst, ecology, CIA, South Boston, busing, etc.)

3. Remember:

   (A) To save space, you will have to decide which parts of a story are most important.
   (B) You will need to take a story down when it has ended to make room for new ones.
   (C) You will also have to decide when a new story should become part of the board because it looks like the story will keep on making news for a few weeks.

MORE:

1. Find a news magazine or another newspaper. Compare their stories with the ones you are keeping on your bulletin board.

2. When you have followed a story for 2 or 3 days, write a prediction about what you think will happen in the next few news stories. Keep your prediction and compare it to the actual events of the story.

3. Act out 2 or 3 of the most exciting stories for a younger class in your building.

GOOD NEWS OR BAD NEWS?

Purpose: To develop skimming skills
To demonstrate that readers interpret articles in different ways

ACTION:

1. Practice skimming the newspaper by reading the first few paragraphs of a story to get the main idea of the article.

2. Then set up two categories into which you can classify the day's news, for example:

Good News	Bad News

or

Interesting News	Boring News

You may want to change the categories or add new ones as your class discusses the news.

3. As a daily exercise, skim the front page of the newspaper (or more pages if there is time) and decide how you would classify the articles on the page.

4. Check with others in your class. How do they decide which category to place the articles in? Ask them to defend their choices.

5. Have a class discussion. Is some news "good" for some people and "bad" for others? Why?

MORE: (see next page)

GOOD NEWS OR BAD NEWS?

MORE:

1. Pick an article that you think is good news and an article that you think is bad news.

   (A) Show the two articles to friends, neighbors, parents.
   (B) Write down how many people agree with you about the good news and about the bad news. Ask them why they feel as they do.

2. Have a class debate using an article that about half of the class thinks is good news and half of the class thinks is bad news. Choose 2 or 3 people to talk for each side. Did anyone in the class change an opinion because of the debate?

VITAL STATISTICS

Purpose: To familiarize students with the "Vital Statistics" column
To provide students with experiences in data collection and graphing

ACTION:

1. Work with 4 other students for this activity.

2. Find the "Vital Statistics" column in the newspaper.

   (A) What do the words "Vital" and "Statistics" mean? Look them up in a dictionary.
   (B) What headings do you find in the "Vital Statistics" column?

3. Each student in the group should choose one of the lists of statistics to add up each day for several weeks. There will be five lists if you total boys and girls born separately.

   (A) How many marriage license applications were there?
   (B) How many boys were born?
   (C) How many girls were born?
   (D) How many marriage dissolutions were there? (Dissolution means divorce or annulment.)
   (E) How many deaths were there?

MORE: (see next page)

MORE:

1. At the end of each week, add up all of your daily totals. Use the activity sheet on the next page to make a graph, using a different colored marker for each list of statistics.

2. Have a class discussion. Ask:

   (A) "Are the statistics kept in class correct?"
   (B) "Does everyone that applies for a marriage license get married?"
   (C) "Are more people being born than dying?"
   (D) "Are more people getting divorced than married?"
   (E) "How does the time of the year affect the statistics?"

GRAPH FOR VITAL STATISTICS

Number of People

50					
45					
40					
35					
30					
25					
20					
15					
10					
5					
0					
	Friday	Friday	Friday	Friday	Friday

Date: (date is a Friday and totals are for that week)

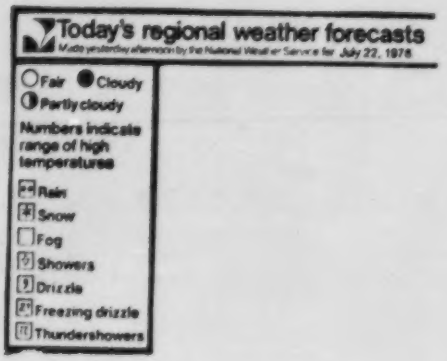
Key: (different color for each item)
Marriage License Applications:
Births, Boys:
Births, Girls:
Deaths:
Marriage Dissolutions:

WEATHER WATCH

Purpose: To familiarize students with the national weather symbols
To familiarize students with weather maps

ACTION:

1. Find the weather map in today's newspaper.
2. Study the weather symbols that mean fair, cloudy, partly cloudy.
3. Find the symbols that tell you if there will be rain, snow, or fog in your area today and tonight.
4. Draw all the symbols you find on a piece of chart paper. Make the symbols large. Show the chart to your class and talk about what the symbols mean.
5. Each day put one of the symbols on a classroom calendar to show the day's weather.



MORE:

1. Work with a small group. Using the weather map in the newspaper, make up questions to ask another group. For example:

   "Is it raining anywhere?"
   or
   "Does the southwest part of the U.S. look like it will get rain soon?"

2. Predict what the weather will be one week from today by thinking about what the weather has been. Write down your prediction. Next week, see if your prediction was correct.
3. Watch the evening news on T.V. Do they use the same symbols as those in the newspaper?

CHANGING DAYS

Purpose: To familiarize students with the "Almanac" section of the newspaper
To give students an awareness of changes in the length of the day

ACTION:

1. Find the "Almanac" on the front page of the Tribune.

2. Read the information given at the top of the column: day of the year, sunrise, sunset.

   (A) What is this day of the year?
   (B) When does the sun rise today?
   (C) When does it set?

3. Use the activity sheet following as a guide to make your own weather chart. Fill in the information from the paper every day for one week on your chart.

4. You will have to find the number of sun hours for the final column by figuring the number of hours and minutes between sunrise and sunset.

Almanac

Tuesday, September 7, 1976
251st day; 115 to go this year
Sunrise: 6:42. Sunset: 7:40.

Today's weather

Warm

Mostly sunny skies and warmer weather are forecast for the Twin Cities area today. Partly cloudy skies, cooler weather and a chance of thundershowers are predicted for Wednesday. Highs are expected to be in the mid 90s today and in the mid 80s Wednesday.

MORE:

1. Make a weekly chart. Once a week for two months, fill in your chart with the information at the top of the Almanac column.

   (A) Is the sunrise earlier or later?
   (B) Is the sunset earlier or later?
   (C) Are the days getting longer or shorter? Why?

2. Look in a science book to find out more about long and short days. Tell your class what you learned.

CHANGING DAYS

DAY OF THE YEAR	TIME OF SUNRISE	TIME OF SUNSET	NUMBER OF SUN HOURS (Length of Day)

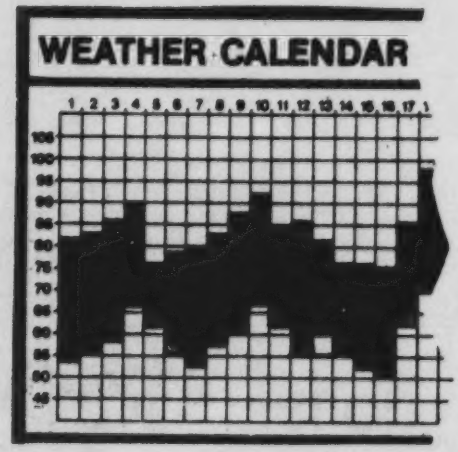
WEATHER CHECK

Purpose: To familiarize students with "The Weather" section of the newspaper
To provide students with experience in graphing

ACTION:

1. Check the paper daily to note the high and low temperatures in the Twin Cities area.

2. Record the highs and lows for one month on a sheet of graph paper. Make a modified line graph by filling in the area between the high and low for each day. (See the example below.)



MORE:

1. When the month is over, watch the paper for the "Weather Calendar" for the previous month. Compare your graph with the graph in the Tribune.

2. Graph highs and lows in the nation by using the chart on "Weather in other major U.S. cities."

3. What cities have very high temperatures? Very low? What clothing would you need in cities that are very warm? In cooler places?

GROCERY AD MATCH

Purpose: To develop number recognition
To give students practice in relating words to figures and symbols

ACTION:

1. Section a large piece of paper into columns and put numbers at the top of each column. Number from 1 to 20. (See the example below.)
2. Cut numbers 1 to 20 from the grocery ads in the newspaper.
3. Match the numbers by placing the numbers you have cut from the paper in the correct column.

MORE:

1. For 5 days, cut out words and numbers in the newspaper that both stand for the same amount of money. Example:

2. Put the words in one envelope. Put the numbers in another envelope.
3. See how quickly a friend can match the words and numbers in your two envelopes.

FUN WITH FOODS

Purpose: To familiarize students with the four basic food groups
To familiarize students with menu planning using the newspaper
To develop classification skills

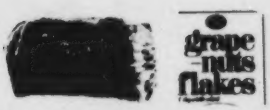
ACTION:

1. Cut pictures of foods from the newspaper.

2. Classify your food pictures by putting them into one of the four basic food groups. The pictures can be tacked to a bulletin board or pasted into booklets.

DAIRY

MEATS & FISH



GRAINS

FRUITS & VEGETABLES

(A) Some foods, particularly snack food products, cannot be easily classified. You may want to discuss with the class what you think the food is really made from.

(B) If you have a product at home that comes in a package or can, bring a label from the product so that you can read the list of ingredients on the label, and then classify it. (If sugar is listed first on the label, the product has more sugar than any other ingredient. If sugar is the last ingredient listed, the product contains less sugar than any other ingredient.)

MORE: (see next page)

MORE:

1. Ask the person in your family who usually does the grocery shopping for a weekly grocery shopping list.

   (A) Using the grocery ads in the newspaper, find the best buy for each item on your list. (Don't forget the coupons!)
   (B) What is the total cost for your weekly groceries?
   (C) Compare your total with the total of the person who gave you the list.

2. Using the "Thursday" section of the Tribune or the "Taste" section of the Star, collect recipes that you would like to try.

   (A) Double the recipe for a large group of friends.
   (B) Cut the recipe in half for 1 or 2 people.
   (C) Buy the ingredients and make the recipe.
   (D) Bring a sample to class!

WORDS THAT MEAN THE SAME THING

Purpose: To give students experience in locating synonyms

ACTION:

1. Find advertisements in the newspaper.
2. Look for words that are different but that mean the same thing. Cut them out.
3. Ask your teacher to make a "Synonym Board" that you can add to as you come across new synonyms.
4. Head each synonym column with a picture that shows what all of the words mean. Place your words on the board under the proper column.

MORE:

1. Play a game with your family. Give them one of the words and see how many synonyms they can each think of in a minute.
2. Pick one column of synonyms. Draw a picture of each word in the list to show the small <u>differences</u> the words may have.

SHOPPING GAME

Purpose: To show students that the newspaper can be used as a shopping guide
To give students a perspective on the cost of items such as food, clothing, household goods, etc.

ACTION:

1. Play a game with a friend.

2. Pretend that the two of you have a certain amount of money to spend. Decide on an amount, such as $500.

3. Using the newspaper advertisements, buy as many things as you can in one-half hour.
   (A) Use only advertisements, not Want Ads.
   (B) Use only three food items.

4. One person should look for and cut out ads. One person should add up the items as you find them so that you will know what you have already spent.

MORE:

1. Pick a special day (a friend's birthday, Mother's Day, or holiday) and "shop" for gifts using advertisements in the newspaper.

2. Choose five gifts you would like to "buy" for a parent or friend, and cut out the ads.

3. Add the 5 amounts for the 5 gifts. How much will they cost?

CRAZY ADS

Purpose: To examine the impact of descriptive words
To develop an understanding of ways to represent objects and feelings through words

ACTION:

1. Cut out interesting and exciting words and pictures from the newspaper.

2. Make up ads from the words and pictures:
   --ads for totally new, wild products
   --ads for yourself, as if you were a product
   --crazy ads for familiar products

Discover luscious little all natural handsome values

MORE:

1. Cut out 2 or 3 interesting advertisements. Cross out all the descriptive words in these ads and substitute "nice" or "neat" for them. Is the ad as interesting as it was before? Why or why not?

2. Make an "opposite ad". Find antonyms for the words that are used to sell a product. Make an ad that turns people away from the product.

3. Use some of the descriptive words you have found to show your feelings. Paste on the activity sheet on the next page.

   On Good Days I Feel On Bad Days I Feel

CRAZY ADS

DESCRIPTIVE WORDS

ON GOOD DAYS I FEEL

ON BAD DAYS I FEEL

JOB HUNT

Purpose: To familiarize students with the purpose and use of the "Help Wanted" section of the Classified Ads.

ACTION:

1. Find the "Help Wanted" section of the Classified Ads.

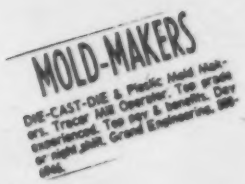
2. Cut out ads for jobs you think you would like and for jobs you think you would not like.

3. Paste the ads on a sheet of paper under one of two headings:

I Would Like These Jobs	I Would Not Like These Jobs

4. Circle the words or phrases in each ad that made you decide to put the ad under the "Like" or "Not Like" heading.

MECHANIC
Experienced mechanic knowledgeable in all phases of fleet mechanical repair. Contact in person Dale Deason with resume
YELLOW TAXI CO.
127—1st Av. NE.
An Equal Opportunity Employer



MORE:

1. Look again at your ads. Answer a question: Are there jobs that seem to be only for men or only for women? Explain your answer.

2. Pick one ad for a job you would like. List the facts which you know about the job on a piece of paper. List other facts you want to know about the job. How would you find the facts which you do not know?

3. With a friend, role play an interview for one of the jobs. How will you get an interview? What will you wear? What will you say?

INTERVIEW A FAMOUS ATHLETE

Purpose: To develop creativity and imagination through role playing
To develop an understanding of a reporter's skill in interviewing
To reinforce sequencing skills

ACTION:

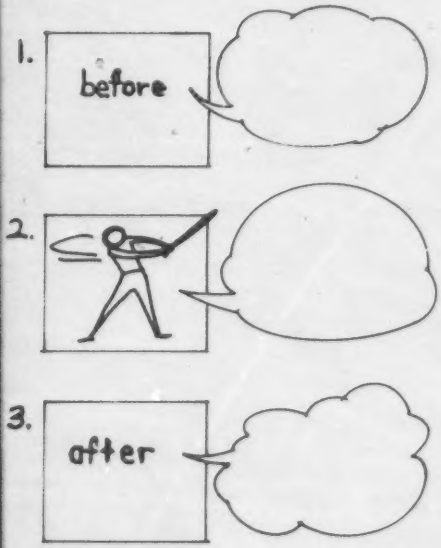
1. Work with a partner.

2. Cut out a picture of a famous athlete from the newspaper.

3. Study the picture!
   (A) What is happening?
   (B) What do you think the person is saying?
   (C) Why is the person well known in sports?
   (D) What would the person say in an interview with reporters?

4. One of you can take the part of the famous athlete and one of you can be the reporter.

5. Act out what you think each of you would say. The reporter should ask questions:
   (A) What has happened here?
   (B) How do you feel about it?
   (C) Why are you here?
   (D) Where are you going next?



MORE:

1. Draw a picture about what the person did before the picture you found in the newspaper. Draw a picture about what will happen after the picture from the paper.

2. Paste your before picture, the newspaper picture, and your after picture on a large sheet of construction paper.

3. Make three talk bubbles out of white paper. (Look in the comics section of the newspaper to see how they are shaped.)

4. Paste a talk bubble beside each picture.

5. Write down what you think the person is saying in each picture. Ask your teacher for help if you need it.

SPORTS FACTS IN A TRIANGLE

Purpose: To help students focus on the main idea of a news story
To help students locate the facts of Who, What, Where, When, Why, and How

ACTION:

1. Draw a triangle with a magic marker or crayon over the first three paragraphs of a sports story. (See example.)

2. Clip out these first three paragraphs of the story and fill in the facts on the activity sheet (see next page).

   (A) Headline
   (B) What happened?
   (C) Who did it?
   (D) Where did it happen?
   (E) When did it happen?

3. Complete the activity sheet by doing #1 and #2 above for 4 more sports stories.

Nadia wins gold

New York Times Service

Montreal, Quebec

Nadia Comaneci won the Olympic gold medal as the world's most versatile women's gymnast Wednesday, and she did it with style and the precision of two more perfect scores.

Any doubts that the 14 year-old Romanian might cave in to the pressures of a gold-medal pursuit in the all-around competition were dispelled with another spellbinding performance before a standing-room crowd of 18,000 at The Forum.

Miss Comaneci (pronounced Co-ma-NEECH) registered her fourth and fifth perfect marks of the competition in the uneven parallel bars and the balance beam. She was close to perfection with a 9.85 out of a possible 10 in the horse vault and wound up her calculating exhibition with a relaxed almost flowing floor exercise that produced a 9.9, her best showing thus far in that event.

MORE:

1. Look at your 5 headlines. Do they give any of the facts? Which ones?

2. Paste another sheet of paper to your activity sheet. Add "How" and "Why" and fill in these columns by reading the first three paragraphs of each sports story again. Did you find the "How" and "Why" for all 5 stories?

Activity Sheet

WHO, WHAT, WHERE, WHEN?

SPORTS FACTS IN A TRIANGLE

WINNING WEEKEND

Purpose: To familiarize students with the "Entertainment/Arts" section of the newspaper

ACTION:

1. Pretend that you will plan a weekend that will be given away as a prize to lucky winners.

2. Use the "Entertainment/Arts" section of the newspaper. Choose activities to fill this bonus weekend. You may want to pretend that the winners will be your parents or other friends. What do you think they would enjoy?

3. Cut out the articles or ads about the activities.

4. With the newspaper clippings, make a "Coupon Folder" for the lucky winners. The folder will tell what is included in the bonus weekend.

Dance program Thursday

Music

Films

Jazz composer to perform

MORE:

1. Make an advertisement for your "wonderful weekend". Use clippings from the newspaper to illustrate the ad.

2. Read and clip out of the newspaper 5 reviews written about plays, movies, or concerts. Which one would you attend if you were going out? Why?

GROUP ACTIVITIES

Note to Teacher: Although the preceding ACTION pages include group activities, the suggested projects and lessons that follow definitely need to be teacher-directed.

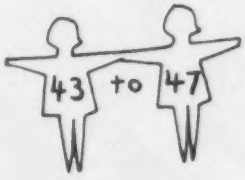
43. SHOW ME WHAT YOU HEAR: Find a short, interesting article in the newspaper and read it to your students. When you have finished reading the article, ask your students to draw a picture describing what the article was about. This exercise may help improve listening skills and may show you what concepts or words students misinterpret when they are listening.

44. LOADED WORDS AND PHRASES: As students read or skim the newspaper, ask them to look for words in headlines or articles that give a particular slant to the article. Talk about the idea of "bias". Do some words evoke images for or against an idea or person? Have students rewrite headlines to show strong bias.

45. "CHAMPION ADVICE-GIVER": Paraphrase a few of the letters readers have written to Ann Landers. Ask what the purpose of Ann Landers' column is. They will quickly understand that she gives advice to people who have problems. Have students compose their own letters that express problems and read the letters to the class. After a letter is read, a student who has a good answer to the problem can come to the front of the room, identify herself or himself as _____, "Champion Advice-Giver", and give advice on the problem.

46. YOUR HOROSCOPE: Have students find their birthday on the zodiac chart. (Explain that their "sign" is really the name of a constellation. You may want to do a "mini-unit" on constellations to introduce this activity.) Whenever someone in the class has a birthday, read the student's special horoscope for that day. You will have to do extensive paraphrasing for younger children. Older students may have to go to the dictionary to discover what Dixon is saying about their future. Discuss the meaning of a horoscope and ask if they believe that the horoscope can really predict what will happen in their lives. Introduce the meanings of astrology and astronomy, and urge your students to find books and other materials in the library about the history of astrology.

47. SCOREBOARD: Have students do a "math project" by graphing the season of their favorite player or by doing a graph to compare the seasons of two different players. Encourage students to develop "statistics" of their own, perhaps for a sport that does not have the elaborate set of numbers already calculated for baseball. Students will have to decide what information they will gather on the players they choose. They will also have to design a graph that shows clearly the data they have collected.



48. T.V. LOG: Work with a small group of students. Have them find the T.V. log in today's newspaper. Ask: "At 5 o'clock what show would you watch?" or "On what channel do you find the 6:00 A.M. 'Morning News'?" Check the answers with all the students and then ask questions that require them to search both columns: "What show is on Channel 9 at 10:30 in the morning?" Do similar activities with other charts in the newspaper.

49. FIELD TRIP AND PAPER DRIVE: Plan a field trip with your students. Visit the Minneapolis Star and Tribune and/or a recycling plant. Help your students organize a drive to collect newspapers for recycling.

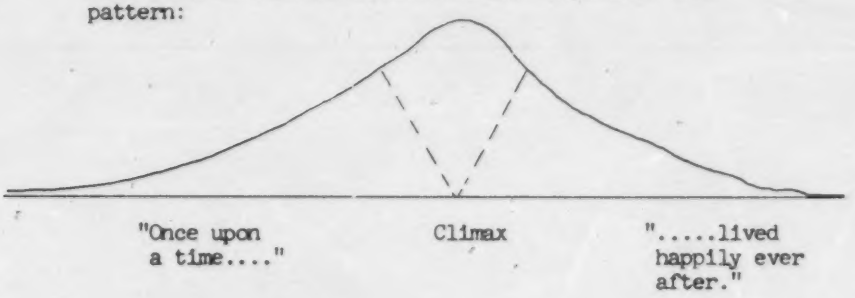
50. LEARN TO REPORT: Introduce the following concepts and rules of news reporting by using the suggested activities:

A) The "TRIANGLE" Style of Writing

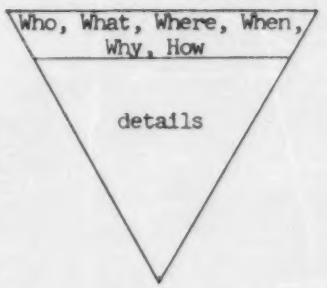
Activity: Have a group of students act out a familiar story (for example, "Little Red Riding Hood" or "Goldilocks and the Three Bears"), and then have each class member summarize the whole story in three fairly short sentences which include the 5 W's and H. Have students compare their reports on the familiar story that has been dramatized. Students can continue this activity by writing "news briefs" about other familiar stories or about events that actually happen during the day.

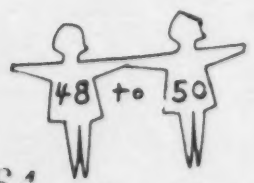
Background Information for Your Students:

Most stories that students read are written in this pattern:



Hard news stories, on the other hand, usually deal only with the most important and exciting events in a story and the ending is often given first. The pattern for this type of story looks like a triangle.





B) Facts Versus Opinions

Find an example in the newspaper of a hard news story and an example of an opinion. Use the Sports Section for the news story and Letters from Readers for an opinion. Read these to the class and initiate a discussion:

—How are the facts gathered for a news story?
—What is the difference between a fact and an opinion?
—What happens if you do not put all of the facts into a story?
—Does leaving out some facts distort or change the facts that are there?

1) Have students sit in a circle for a "telephone game". One person starts the game by whispering a story to the person on his/her right. The story should be a summary of something that the student read in the newspaper. The second person then whispers the story to the third, who whispers it to the fourth, etc. The last person to hear the story tells it out loud, and the other students should then compare that version with the version they each heard.

2) Have students working individually or in groups, write two different kinds of stories:

a) One that is basically factual (perhaps describing a science experiment or telling how to make something); and
b) One that is highly charged emotionally (possibly describing a playground fight or a scary experience they have had).

—Is one story easier to write than the other?
—What happens when you try to report the "facts" when people have different opinions about what happened?
—Does making a story serious or funny change your attitude toward something that happened?

C) Sources of News Stories

Have students check the sources of news stories. Usually the story has a

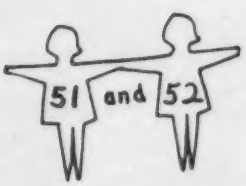
byline (the name of the writer responsible for the article)

or a
credit line (the name of the service that has provided the article, e.g. Associated Press. In this case, a number of reporters may have collaborated on the same article.)
and frequently a
dateline (the location or place from which the article comes)

51. CLASS NEWSPAPER: Create a classroom newspaper. If students have written ads, editorials, stories, etc. as part of the activities in this book, their writing can be gathered into a newspaper. Encourage more writing: movie reviews, coverage of school sports events, interviews, human interest stories, etc. Use the learning station as a "News Room." Younger students can dictate their ideas into a tape recorder or to an older student, or they can draw their ideas in pictures.

52. FUN FACTS: Have students do a "research project" individually or with partners. Questions on the "Fact Quiz" following may give them some ideas for topics they would like to study in greater depth. Here are some others:

—How is paper made? Trace the process from forest to news room.
—Find out the names of newspapers around the country and/or in other countries. Where did the names come from? What do the names tell you about peoples' attitude toward the press?
—Study the history of a newspaper.
—Read a biography of a famous newspaper man or woman.



FACT QUIZ

Can you guess these facts about the Minneapolis Star and Tribune?

1. How much does one roll of newsprint weigh?

   _____

2. How much paper is on one role (in miles!)?

   _____

3. How fast do the presses run?

   _____

4. One high-speed press can print how many papers each hour?

   _____

5. If all presses were running at once, how many papers could be printed in one hour?

   _____

6. How many gallons of ink are used each year?

   _____

7. How many boys and girls work as carriers?

   _____

8. In one year how much newsprint is used to make papers?

   _____

9. What happens to recycled newspaper?

   _____

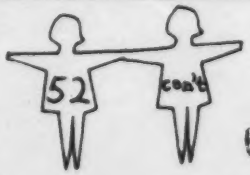
   _____

10. Name some places where you can buy newspapers.

    _____

    _____

    _____

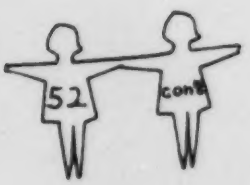


(Answers on next page)

FACT QUIZ
ANSWERS

1. 1,800 pounds
2. 6 miles
3. 40 miles per hour
4. 60,000 papers
5. 22 million papers
6. 300,000 gallons
7. 14,000 carriers
8. Enough newsprint to stretch 2⅓ times to the moon (can you calculate the miles?)
9. Recycled newspaper becomes candy and popcorn boxes, notebook and textbook covers, grocery store bags, etc. Recycled newspaper cannot be run through the presses again.
10. You can buy papers:

    —at 1,600 corner sales boxes
    —in drugstores and grocery stores
    —at newsstands
    —over the telephone as a subscriber
    —at kiosks
    —at the airport
    —in hotels and motels



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GLOSSARY OF NEWSPAPER TERMS

AP, UPI, NYT:	Associated Press, United Press International, New York Times, international news wire services.
Banner:	A page-one headline stretching across the full eight columns of the paper.
Byline:	The name of the writer appearing above a news article.
Column:	A signed analysis or opinion article: the viewpoint represented being solely that of the writer. Example: Robert T. Smith; Geri Joseph.
Credit Line:	Provides the source of a news story on a non-local or non-byline news report. Credit lines usually refer to the issuing wire service: AP, UPI, etc.
Cutline:	The caption beneath a news photo.
Dateline:	The line below a headline that tells the place or location from which a news item comes.
Editorial:	The unsigned opinion or position of the newspaper as an institution, which it stands behind. Editorial opinion or commentary has no place in a "hard news" story.
Feature:	An article written in a looser style than a "hard news" story. The focus is generally on human interest and to entertain.
Hard News:	A factual report of a news event(s) that involves only the necessary background information to make the story useful to the reader.
Lead:	The opening paragraphs of a news story containing the essential facts and information. Pronounced: leed.
Logo:	Also called nameplate. The name of the newspaper as it appears at the top of page one.
Story (News Story):	Any article other than an editorial, column, or an advertisement.

NEWSPAPER IN EDUCATION GOALS

I. Development of Critical Regular Readers

II. Development of Informed, Involved Citizens

III. Development of Citizens Committed to a Free Press in an Open Society

NEWSPAPER RULES

Most good newspapers observe basic journalistic guidelines or rules similar to the ones below. They do this to protect their readers and their own reputations.

1. Report the news fully and impartially in the news columns.

2. Express editorial opinions only in the editorial column or on the editorial page.

3. Publish all sides of important issues.

NATIONALLY AND INTERNATIONALLY KNOWN NEWSPAPERS PRINTED IN ENGLISH

Many times class projects involve comparing different newspapers from a preselected date. It is suggested that, if you send for a copy on a specific date, you address your request to the Circulation Manager, or Promotion Manager. Also, it would be wise to enclose 25¢ to cover return postage.

U.S. Newspapers

1. The New York Times
   229 W. 43rd Street
   New York, New York 10036

2. The Chicago Tribune
   435 N. Michigan Avenue
   Chicago, Ill. 60611

3. The Los Angeles Times
   202 W. First Street
   Los Angeles, Calif. 90802

4. The St. Louis Post-Dispatch
   1133 Franklin Avenue
   St. Louis, Mo. 63101

5. The Atlanta Constitution
   10 Forsyth Street
   Atlanta, Ga. 30303

6. Louisville Courier Journal
   Sixth and Broadway
   Louisville, Ky. 40202

7. The Houston Chronicle
   Main and Travis
   Houston, Texas 77002

8. Baltimore Sun
   Calvert and Centre Street
   Baltimore, Md. 21202

9. Washington Post
   1515 L. Street N.W.
   Washington, D.C. 20005

Foreign Newspapers Printed in English

1. Manchester Guardian
   Manchester, England
2. The China Mail
   Hong Kong
3. Athens News
   Athens, Greece
4. Hindustan Times
   Delhi, India
5. The Yomiuri
   Osaka, Japan
6. Courier Mail
   Bisbane, Australia
7. Ethiopian Herald
   Addis Ababa, Ethiopia

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FREE SERVICES OF THE MINNEAPOLIS STAR AND TRIBUNE COMPANY

For information and/or samples of any materials or services listed below, call (612) 372-3929 or write: Cindy Gilhoi, Manager, Education Services, The Minneapolis Star and Tribune Company, 425 Portland Avenue South, Minneapolis, Minnesota 55488.

STUDENT MATERIALS

1. "How to Have Fun and Profit From Reading Newspapers"
2. "The First Edition" - a reprint of the first Minneapolis Tribune (1867)
3. "Bike Rider Today—Car Driver Tomorrow"
4. "The First Time" (reprint of front pages)

FILMSTRIPS/ VISUALS

1. "Do You Know This Man?" - how to use a newspaper effectively.
2. "Our New World of Newspapers".

SERVICES

1. A staff consultant is available in the Twin Cities metropolitan area to help teachers plan classroom use of newspapers as learning tools.
2. Plant tours for school classes.
3. Classroom speakers are generally available as resource people in the Twin Cities area to speak with school classes using the newspaper program in their classrooms.